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| **Unit/Chapter: LA QUINCEAÑERA** | | **Class: Español 2** | |
| ***Learning Objectives*** | ***Communicative Activities*** | | ***Assessments*** |
| Communicative Objectives (tasks/functions/topics)  Students will be able to…  -discuss the history and tradition of the “Quinceañera” in Hispanic Countries with their group.  -Discuss with a partner or in small groups what is needed to plan and prepare for a “Quinceanera.” | Interpersonal Mode  -in small groups students will discuss how families prepare for a quinceañera.  -with partners, students will discuss how they prepare for a special event.  -discuss differences of “coming of age” activities in the U.S. vs. a Hispanic country. | | -use the rubric to evaluate the oral presentations. Students will also evaluate each other using the rubric.  -students will be given a grade based on their participation throughout.  - |
| Content and Culture Objectives  Students will be able to . . .  -compare and contrast the rituals of “coming of age” or “rights of passage” in the United States vs. a Latin American country.  -describe the basic elements of a quinceañera and the preparations needed. | Interpretive Mode  *(reading, listening, viewing)*  -with a partner read the “Lectura cultural” and then fill out a Venn diagram comparing and contrasting the tradition of the quinceañera in Peru and Puerto Rico.  -complete the “Clozeline” activity with the song “Tiempo de Vals.”  -watch a discuss the videos about quinceañeras. | |
| Linguistic Objectives – Grammar  Students will be able to . . .  -conjugate reflexive verbs.  -use Spanish prepositions correctly.  -ser vs. estar | Presentational Mode  *(writing, presentations, projects)*  -Work in a group of 2 or 3 students to plan and present a quinceañera. Use either Powerpoint or a video. | |
| Vocabulary  -Words associated with “Quinceañera.” | Change of Pace  *(songs, games, etc.)*  -participate in simulations of different activities of a quinceañera. (dance, cake, create invitations, songs, etc…) | |